ANNUAL INDEX

Journal of Learning Disabilities

January 2007–December 2007

Volume 40

ALLEMAN, Janet; **KNIGHTON,** Barbara; **BROPHY,** Jere: Social Studies: Incorporating All Children Using Community and Cultural Universals as the Centerpiece, 166–173.

BAILEY, Jeff: *See* **GRAHAM,** Lorraine, 386–391.

BAKER, Scott: *See* **ESPIN,** Christine A., 174–182.

BECK, Carrie Thomas: *See* **SIMMONS,** Deborah C., 331–347.

BELLERT, Anne: *See* **GRAHAM,** Lorraine, 410–419.

BILLINGSLEY-MARSHALL, Rebecca: *See* **SIMOS,** Panagiotis G., 37–48.

BRAZE, David; **TABOR,** Whitney; **SHANKWEILER,** Donald P.; **MENCL,** W. Einar: Speaking Up for Vocabulary: Reading Skill Differences in Young Adults, 226–243.

BROPHY, Jere: *See* **ALLEMAN,** Janet, 166–173.

BULGREN, Janis; **DESHLER,** Donald D.; **LENZ,** B. Keith: Engaging Adolescents With LD in Higher Order Thinking About History Concepts Using Integrated Content Enhancement Routines, 121–133.

CAROS, Jennifer: *See* **HARNISS,** Mark K., 100–110.

CEVASCO, Jazmin: *See* **ESPIN,** Christine A., 174–182.

CHALK, Jill C.: *See* **GREGG,** Noel, 306–318.

COLEMAN, Chris: *See* **GREGG,** Noel, 306–318.

CORNOLDI, Cesare: *See* **RE,** Anna Maria, 244–255.

COYNE, Michael D.: *See* **SIMMONS,** Deborah C., 331–347.

DAS, J. P.: *See* **HAYWARD,** Denyse, 443–457.

DAVIS, Mark: *See* **GREGG,** Noel, 306–318.

DE LA PAZ, Susan; **MORALES,** Petra; **WINSTON,** Philip M.: Source Interpretation: Teaching Students With and Without LD to Read and Write Historically, 134–144.

DENTON, Carolyn A.: *See* **SIMOS,** Panagiotis G., 37–48.

DESHLER, Donald D.: *See* **BULGREN,** Janis, 121–133.

DÍAZ, Alicia: *See* **ORTIZ,** Rosario, 80–92.

DIMINO, Joseph A.: Bridging the Gap Between Research and Practice, 183–189.

EARLY, Martha C.: *See* **MURPHY,** Melissa M., 458–478.

ELIAS, Gordon:: *See* **HAY,** Ian, 400–409.

ELKINS, John: Learning Disabilities: Bringing Fields and Nations Together, 392–399.

ESPIN, Christine A.; **CEVASCO,** Jazmin; **VAN DEN BROEK,** Paul; **BAKER,** Scott; **GERSTEN,** Russell: History as Narrative: The Nature and Quality of Historical Understanding for Students With LD, 174–182.

ESTÉVEZ, Adelina: *See* **ORTIZ,** Rosario, 80–92.

EVANS, David: Developing Mathematical Proficiency in the Australian Context: Implications for Students With Learning Difficulties, 420–426.

EXPÓSITO, Sergio Hernández: *See* **ORTIZ,** Rosario, 80–92.

FERRARI, Marcella; **PALLADINO,** Paola: Foreign Language Learning Difficulties in Italian Children: Are They Associated With Other Learning Difficulties?, 256–269.

FERRETTI, Ralph P.; **MacARTHUR,** Charles A.; **OKOLO,** Cynthia M.: Students' Misconceptions About U.S. Westward Migration, 145–153.

FERRETTI, Ralph P.: *See* **OKOLO,** Cynthia M., 154–165.

FIELDING-BARNSLEY, Ruth: *See* **HAY,** Ian, 400–409.

FLETCHER, Jack M.: *See* **SIMOS,** Panagiotis G., 37–48.

FRAZIER, Thomas W.; **YOUNGSTROM,** Eric A.; **GLUTTING,** Joseph J.; **WATKINS,** Marley W.: ADHD and Achievement: Meta-Analysis of the Child, Adolescent, and Adult Literatures and a Concomitant Study With College Students, 49–65.

FREIBERG, Kate: *See* **HAY,** Ian, 400–409.

FRESCO, Barbara: *See* **VOGEL,** Gila, 485–493

GAJRIA, Meenakshi; **JITENDRA,** Asha K.; **SOOD,** Sheetal; **SACKS,** Gabriel: Improving Comprehension of Expository Text in Students With LD: A Research Synthesis, 210–225.

GARCIA, Amaya: *See* **WILLIAMS,** Joanna P., 111–120.

GARCÍA, José-Ricardo: *See* **SÁNCHEZ,** Emilio, 290–305.

GERSTEN, Russell; **OKOLO,** Cynthia M.: Teaching History—in All Its Splendid Messiness—to Students with LD: Contemporary Research—Introduction to the Special Series, 98–99.

GERSTEN, Russell: *See* **HARNISS,** Mark K., 100–110.

GERSTEN, Russell: *See* **ESPIN,** Christine A., 174–182.

GLUTTING, Joseph J.: *See* **FRAZIER,** Thomas W., 49–65.

GONZALEZ, António-José: *See* **SÁNCHEZ,** Emilio, 290–305.

GRAHAM, Lorraine; **BAILEY,** Jeff: Learning Disabilities and Difficulties: An Australian Conspectus—Introduction to the Special Series, 386–391.

GRAHAM, Lorraine; **BELLERT,** Anne; **THOMAS,** Jenny; **PEGG,** John: *QuickSmart*: A Basic Academic Skills Intervention for Middle School Students with Learning Difficulties, 410–419.

GREGG, Noel; **COLEMAN,** Chris; **DAVIS,** Mark; **CHALK,** Jill C.: Timed Essay Writing: Implications for High-Stakes Tests, 306–318.

HANICH, Laurie B.: *See* **MURPHY,** Melissa M., 458–478.

HANSEN, Peter C.: *See* **SOLAN,** Harold A., 270–278.

HARN, Beth: *See* **SIMMONS,** Deborah C., 331–347.

HARNISS, Mark K.; **CAROS,** Jennifer; **GERSTEN,** Russell: Impact of the Design of U.S. History Textbooks on Content Acquisition and Academic Engagement of Special Education Students: An Experimental Investigation, 100–110.

HAWORTH, Claire: *See* **KOVAS,** Yulia, 554–567.

HAY, Ian; **ELIAS,** Gordon; **FIELDING-BARNSLEY,** Ruth; **HOMEL,** Ross; **FREIBERG,** Kate: Language Delays, Reading Delays, and Learning Difficulties: Interactive Elements Requiring Multidimensional Programming, 400–409.

HAYWARD, Denyse; **DAS,** J. P.; **JANZEN,** Troy: Innovative Programs for Improvement in Reading Through Cognitive Enhancement: A Remediation Study of Canadian First Nations Children, 443–457.

HERNÁNDEZ-VALLE, Isabel: *See* **ORTIZ,** Rosario, 80–92.

HOMEL, Ross: *See* **HAY,** Ian, 400–409.

IOZZINO, Roberto: *See* **TRESSOLDI,** Patrizio E., 203–209.

JAKOBSON, Angela; **KIKAS,** Eve: Cognitive Functioning in Children With and Without AttentionDeficit/Hyperactivity Disorder With and Without Comorbid Learning Disabilities, 194–202.

JANTZEN, Kelly J.: *See* **TULLER,** Betty, 348–359.

JANZEN, Troy: *See* **HAYWARD,** Denyse, 443–457.

JIMÉNEZ, Juan E.: *See* **ORTIZ,** Rosario, 80–92.

JITENDRA, Asha K.: *See* **GAJRIA,** Meenakshi, 210–225.

JOHNSTON, Rhona S.; **MORRISON,** Marjorie: Toward a Resolution of Inconsistencies in the Phonological Deficit Theory of Reading Disorders: Phonological Reading Difficulties Are More Severe in High-IQ Poor Readers, 66–79.

KAME'ENUI, Edward J.: *See* **SIMMONS,** Deborah C., 331–347.

KAUFMAN, Noah K.: *See* **SIMMONS,** Deborah C., 331–347.

KELSO, J. A. Scott: *See* **TULLER,** Betty, 348–359.

KIKAS, Eve: *See* **JAKOBSON,** Angela, 194–202.

KLASSEN, Robert M.; **LYNCH,** Shane L.: Self-Efficacy From the Perspective of Adolescents With Learning Disabilities and Their Specialist Teachers, 494–507.

KNIGHTON, Barbara: *See* **ALLEMAN,** Janet, 166–173.

KOVAS, Yulia; **HAWORTH,** Claire; **PETRILL,** Stephen; **PLOMIN,** Robert: Mathematical Ability of 10-Year-Old Boys and Girls: Genetic and Environmental Etiology of Normal & Low Performers, 554–567.

LARSON, Steven: *See* **SOLAN,** Harold A., 270–278.

LEE, Steven W.: *See* **SENA,** Jolyn D. Whitaker, 360–376.

LENZ, B. Keith: *See* **BULGREN,** Janis, 121–133.

LÓPEZ ESCRIBANO, Carmen: Evaluation of the Double-Deficit Hypothesis Subtype Classification of Readers in Spanish, 319–330.

LOWE, Patricia A.: *See* **SENA,** Jolyn D. Whitaker, 360–376.

LYNCH, Shane L.: *See* **KLASSEN,** Robert M., 494–507.

MacARTHUR, Charles A.: *See* **FERRETTI,** Ralph P., 145–153.

MacARTHUR, Charles A.: *See* **OKOLO,** Cynthia M., 154–165.

MAZZOCCO, Michèle M. M.: *See* **MURPHY,** Melissa M., 458–478.

MENCL, W. Einar: *See* **BRAZE,** David, 226–243.

MIRANDA, Eduardo García: *See* **ORTIZ,** Rosario, 80–92.

MORALES, Petra: *See* **DE LA PAZ,** Susan, 134–144.

MORRISON, Marjorie: *See* **JOHNSTON,** Rhona S., 66–79.

MURPHY, Melissa M.; **MAZZOCCO,** Michèle M. M.; **HANICH,** Laurie B.; **EARLY,** Martha C.: Cognitive Characteristics of Children With Mathematics Learning Disability (MLD) Vary as a Function of the Cutoff Criterion Used to Define MLD, 458–478.

NUBLA-KUNG, Abigail M.: *See* **WILLIAMS,** Joanna P., 111–120.

OKOLO, Cynthia M.: *See* **GERSTEN,** Russell, 98–99.

OKOLO, Cynthia M.: *See* **FERRETTI,** Ralph P., 145–153.

OKOLO, Cynthia M.; **FERRETTI,** Ralph P.; **MacARTHUR,** Charles A.: Talking About History: Discussions in a Middle School Inclusive Classroom, 154–165.

OLVERA, Dianne: *See* **TULLER,** Betty, 348–359.

ORTIZ, Rosario; **JIMÉNEZ,** Juan E.; **MIRANDA,** Eduardo García; **ROSQUETE,** Remedios Guzmán; **HERNÁNDEZ-VALLE,** Isabel; **RODRIGO,** Mercedes; **ESTÉVEZ,** Adelina; **DÍAZ,** Alicia; **EXPÓSITO,** Sergio Hernández: Locus and Nature of Perceptual Phonological Deficit in Spanish Children With Reading Disabilities, 80–92.

OSTAD, Snorre A.; **SORENSEN,** Peer M.: Private Speech and Strategy-Use Patterns: Bidirectional Comparisons of Children With and Without Mathematical Difficulties in a Developmental Perspective, 2–14.

PALLADINO, Paola: *See* **FERRARI,** Marcella, 256–269.

PAPANICOLAOU, Andrew C.: *See* **SIMOS,** Panagiotis G., 37–48.

PATERSON, David: Teachers' In-Flight Thinking in Inclusive Classrooms, 427–435.

PEDRON, Martina: *See* **RE,** Anna Maria, 244–255.

PEGG, John: *See* **GRAHAM,** Lorraine, 410–419.

PETRILL, Stephen: *See* **KOVAS,** Yulia, 554–567.

PLOMIN, Robert: *See* **KOVAS,** Yulia, 554–567.

POLLINI, Simonne: *See* **WILLIAMS,** Joanna P., 111–120.

PROTOPAPAS, Athanassios; **SKALOUMBAKAS,** Christos: Traditional and Computer-Based Screening and Diagnosis of Reading Disabilities in Greek, 15–36.

RE, Anna Maria; **PEDRON,** Martina; **CORNOLDI,** Cesare: Expressive Writing Difficulties in Children Described as Exhibiting ADHD Symptoms, 244–255.

RODRIGO, Mercedes: *See* **ORTIZ,** Rosario, 80–92.

ROSQUETE, Remedios Guzmán: *See* **ORTIZ,** Rosario, 80–92.

RYAN, Janette: Learning Disabilities in Australian Universities: Hidden, Ignored, and Unwelcome, 436–442.

SACKS, Gabriell: *See* **GAJRIA,** Meenakshi, 210–225.

SÁNCHEZ, Emilio; **GARCÍA,** José-Ricardo; **GONZALEZ,** António-José: Can Differences in the Ability to Recognize Words Cease to Have an Effect Under Certain Reading Conditions?, 290–305.

SANDERS, Elizabeth: *See* **VADASY,** Patricia, 508–525.

SANTORO, Lana Edwards: *See* **SIMMONS,** Deborah C., 331–347.

SARKARI, Shirin: *See* **SIMOS,** Panagiotis G., 37–48.

SENA, Jolyn D. Whitaker; **LOWE,** Patricia A.; **LEE,** Steven W.: Significant Predictors of Test Anxiety Among Students With and Without Learning Disabilities, 360–376.

SHANKWEILER, Donald P.: *See* **BRAZE,** David, 226–243.

SHELLEY-TREMBLAY, John F.: *See* **SOLAN,** Harold A., 270–278.

SIDERIDIS, Georgios: Why are students with learning disabilities depressed? A goal orientation model of depression vulnerability, 526–539.

SIMMONS, Deborah C.; **KAME'ENUI,** Edward J.; **HARN,** Beth; **COYNE,** Michael D.; **STOOLMILLER,** Mike; **SANTORO,** Lana Edwards; **SMITH,** Sylvia B.; **BECK,** Carrie Thomas; **KAUFMAN,** Noah K.: Attributes of Effective and Efficient Kindergarten Reading Intervention: An Examination of Instructional Time and Design Specificity, 331–347.

SIMOS, Panagiotis G.; **FLETCHER,** Jack M.; **SARKARI,** Shirin; **BILLINGSLEY-MARSHALL,** Rebecca; **DENTON,** Carolyn A.; **PAPANICOLAOU,** Andrew C.: Intensive Instruction Affects Brain Magnetic Activity Associated With Oral Word Reading in Children With Persistent Reading Disabilities, 37–48.

SKALOUMBAKAS, Christos: *See* **PROTOPAPAS,** Athanassios, 15–36.

SMITH, Sylvia B.: *See* **SIMMONS,** Deborah C., 331–347.

SNYDER, Anne E.: *See* **WILLIAMS,** Joanna P., 111–120.

SOLAN, Harold A.; **SHELLEY-TREMBLAY,** John F.; **HANSEN,** Peter C.; **LARSON,** Steven: Is There a Common Linkage Among Reading Comprehension, Visual Attention, and Magnocellular Processing?, 270–278.

SOOD, Sheetal: *See* **GAJRIA,** Meenakshi, 210–225.

SORENSEN, Peer M.: *See* **OSTAD,** Snorre A., 2–14.

STAFFORD, K. Brooke: *See* **WILLIAMS,** Joanna P., 111–120.

STEINBERG, Fred: *See* **TULLER,** Betty, 348–359.

STOOLMILLER, Mike: *See* **SIMMONS,** Deborah C., 331–347.

TABOR, Whitney: *See* **BRAZE,** David, 226–243.

THOMAS, Jenny: *See* **GRAHAM,** Lorraine, 410–419.

TRESSOLDI, Patrizio E.; **VIO,** Claudio; **IOZZINO,** Roberto: Efficacy of an Intervention to Improve Fluency in Children With Developmental Dyslexia in a Regular Orthography, 203–209.

TUDOR, Sarah: *See* **VADASY,** Patricia, 508–525.

TULLER, Betty; **JANTZEN,** Kelly J.; **OLVERA,** Dianne; **STEINBERG,** Fred; **KELSO,** J. A. Scott: The Influence of Instruction Modality on Brain Activation in Teenagers With Nonverbal Learning Disabilities: Two Case Histories, 348–359.

VADASY, Patricia; **SANDERS,** Elizabeth; **TUDOR,** Sarah: Effectiveness of Paraeducator-Supplemented Individual Instruction: Beyond Basic Decoding Skills, 508–525.

VAN DEN BROEK, Paul: *See* **ESPIN,** Christine A., 174–182.

VAN GARDEREN, Delinda: Teaching students with learning disabilities to use diagrams to solve mathematical word problems, 540–553.
VIO, Claudio: *See* **TRESSOLDI,** Patrizio E., 203–209.
VOGEL, Gila; **FRESCO,** Barbara; **WERTHEIM,** Cheruta: Peer Tutoring for College Students With Learning Disabilities: Perceptions of Tutors and Tutees, 485–493.
WATKINS, Marley W.: *See* **FRAZIER,** Thomas W., 49–65.
WERTHEIM, Cheruta: *See* **VOGEL,** Gila, 485–493.
WILLIAMS, Joanna P.; **NUBLA-KUNG,** Abigail M.; **POLLINI,** Simonne; **STAFFORD,** K. Brooke; **GARCIA,** Amaya; **SNYDER,** Anne E.: Teaching Cause–Effect Text Structure Through Social Studies Content to At-Risk Second Graders, 111–120.
WINSTON, Philip M.: *See* **DE LA PAZ,** Susan, 134–144.
YOUNGSTROM, Eric A.: *See* **FRAZIER,** Thomas W., 49–65.

CLASSIFIED ADVERTISING

The *Journal of Learning Disabilities* (JLD) accepts classified advertising notices announcing professional opportunities, special services available, and notices from individuals seeking employment.

RATE: $20 for 25 words or less; each additional word 65¢. A 10% discount is offered for ads run more than one time. No telephone orders accepted. Checks must accompany orders. **Indicate contact person, telephone number, and number of times the ad is to run.**

DEADLINES: Ad copy deadlines are as follows: January/February issue, October 15; March/April issue, December 15; May/June issue, February 15; July/August issue, April 15; September/October issue, June 15; November/December issue, August 15. Send copy and payment to Journal of Learning Disabilities, Classified Advertising Department, 8700 Shoal Creek Blvd., Austin, TX 78757; 512/451-3246.

EDUCATIONAL THERAPY INSTITUTE (ETI) CHICAGO 2008

Learn the clinical skills for a rewarding career in educational therapy.
All courses are taught by practicing AET Board Certified Educational Therapists.
Optional graduate credit is available.

- **Winter 2008, "Principles of Educational Therapy" (prerequisite for all other courses in the** sequence leading to a certificate of completion.) 2 graduate credits available; North Shore location; January 11, 12, 13, March 1, 2.
- **Spring 2008, "Advanced Psychoeducational Assessment, Evaluation, and Interpretation;"** 3 graduate credits available; dates/location TBA.
- **Summer 2008, "Contextual Impact of Family, School, and Culture /Clinical Case Management;"** 3 graduate credits available; dates/location TBA.

For complete information see www.aetonline.org or call the Association of Educational Therapists 800-286-4267